



## Cleveland Elementary

151 Franklin Street  
Spartanburg, SC 29303

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	471 Students	
<b>Principal</b>	Audrey Grant	864-594-4444
<b>Superintendent</b>	Dr. Thomas D. White, Jr.	864-594-4400
<b>Board Chair</b>	Conrad C. Hurst, III	864-594-4400

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	Below Average
2006	At-Risk	Below Average
2005	At-Risk	At-Risk
2004	Below Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

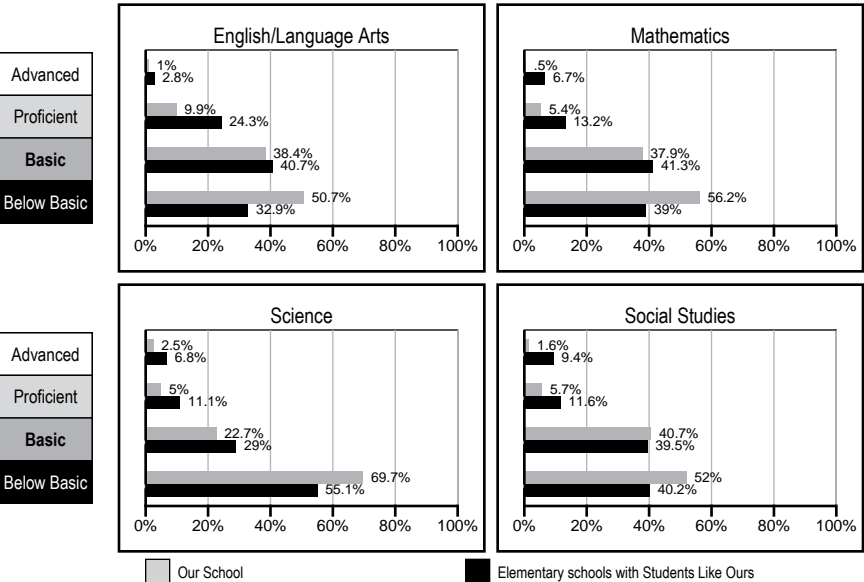
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	2	19	29

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=471)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Up from 1.8%	3.2%	2.3%
Attendance rate	94.8%	Up from 94.4%	96.0%	96.3%
Eligible for gifted and talented	2.7%	Down from 3.0%	2.3%	10.4%
With disabilities other than speech	9.3%	Down from 9.8%	7.8%	7.5%
Older than usual for grade	0.3%	Down from 0.7%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	63.2%	Down from 79.5%	53.1%	56.7%
Continuing contract teachers	57.9%	Down from 79.5%	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	75.2%	Down from 80.3%	81.1%	86.4%
Teacher attendance rate	96.2%	Up from 93.4%	94.8%	94.9%
Average teacher salary	\$45,169	Down 0.7%	\$43,283	\$45,345
Professional development days/teacher	9.0 days	Down from 16.5 days	13.7 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	3.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Up from 11.0 to 1	16.1 to 1	18.5 to 1
Prime instructional time	88.8%	Up from 85.1%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	70.2%	Up from 44.2%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,929	Down 28.7%	\$8,446	\$7,052
Percent of expenditures for instruction*	64.1%	Up from 57.0%	68.0%	69.1%
Percent of expenditures for teacher salaries*	60.3%	Up from 50.6%	60.5%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2007-08 school year was a year of many academic accomplishments at Cleveland Elementary. The school's motto, "Every Student Is a Scholar," set a tone for high expectations and student achievement. Cleveland has been at the forefront of the reduced class size initiative. The district technology plan has provided equitable resources for our school, as well. Most classrooms have at least five computers with high-speed internet access, and our administrative offices have new computers with the same capabilities. This year, the addition of collaborative classrooms has increased technology capabilities for our students. The classrooms have projection systems and active boards for use by the teachers and students. Our academic program centered around literacy with a focus on independent reading, shared reading, and effective use of read alouds.

All certified staff participated in study groups twice a month to examine best practices in literacy instruction. On-site in-service activities focused on the Teacher Advancement Program and provided support for building successful learning communities through techniques for developing positive school learning environments. Instructional specialists, coaches, and administrators engaged in their own cluster groups focusing on learning strategies that provide classroom support for teachers. The school has implemented a modified school calendar for the 2008-09 school year. Students will also be attired in school uniforms which present an "Academy-like" educational image.

Many community partners joined in the movement towards academic success. Spartanburg Regional Healthcare System provided school supplies for the entire school; assisted with health screenings for all of our students; continued our mentor program; and provided support for the science program and for the Beta Club/Health Career Club. Wofford College partnered with us in organizing a Math Academy to provide 57 Wofford scholars to tutor fifth and sixth grade students on Mondays and Wednesdays. Our Leadership Academy provided leadership classes for 6th grade students through the JROTC at Spartanburg High School. Students learned about discipline, respect, dignity, and positive self-esteem. The International Studies Academy of Cleveland Elementary has "partnered" with Rietondale Elementary in Pretoria, South Africa. Students will engage in video teleconferencing with other students for the purpose of developing an appreciation for other cultures, languages, and lifestyles of students in foreign countries.

Dr. Audrey T. Grant, Principal  
Mr. Robert Porter, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	62	15
Percent satisfied with learning environment	90.2%	71.0%	73.3%
Percent satisfied with social and physical environment	97.6%	68.9%	71.4%
Percent satisfied with school-home relations	50.0%	78.7%	92.9%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Adequate Yearly Progress	NO
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This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Continuing School Improvement
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	94.8%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	240	99.6	50.2	38.5	9.8	1.5	18.5	46.5	48.2	No	Yes
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<b>Gender</b>											
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Male	126	99.2	58.6	33.3	7.2	0.9	11.7	42.8	41.7	N/A	N/A
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Female	114	100	40.4	44.7	12.8	2.1	26.6	50.3	55	N/A	N/A
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<b>Racial/Ethnic Group</b>											
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White	6	I/S	I/S	I/S	I/S	I/S	I/S	69.9	60	I/S	I/S
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African American	223	99.6	51.5	38.3	9.2	1	16.8	29.9	31.7	No	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	66.1	70.4	I/S	I/S
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Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	54.7	38.4	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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<b>Disability Status</b>											
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Disabled	38	100	88.6	8.6	0	2.9	5.7	15.3	16	I/S	I/S
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<b>Migrant Status</b>											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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<b>English Proficiency</b>											
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Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	55.1	36.9	I/S	I/S
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<b>Socio-Economic Status</b>											
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Subsided meals	233	99.6	49.7	38.7	10.1	1.5	19.1	31.7	34	No	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	240	99.6	55.6	38	5.4	1	11.2	42.2	45.8	No	Yes
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<b>Gender</b>											
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Male	126	99.2	61.3	32.4	4.5	1.8	8.1	43.1	45.6	N/A	N/A
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Female	114	100	48.9	44.7	6.4	0	14.9	41.3	45.9	N/A	N/A
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<b>Racial/Ethnic Group</b>											
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White	6	I/S	I/S	I/S	I/S	I/S	I/S	69.6	59	I/S	I/S
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African American	223	99.6	57.1	37.2	5.1	0.5	9.7	24.2	26.9	No	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	54.5	71.3	I/S	I/S
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Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	48.1	38.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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<b>Disability Status</b>											
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Disabled	38	100	88.6	8.6	0	2.9	5.7	14	17.1	I/S	I/S
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<b>Migrant Status</b>											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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<b>English Proficiency</b>											
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Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	48.3	38.7	I/S	I/S
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<b>Socio-Economic Status</b>											
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Subsided meals	233	99.6	55.8	37.7	5.5	1	11.6	26.3	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	142	100	68.6	23.1	5	3.3	8.3	31.8	35.7	94.8	95.3
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Gender

Male	77	100	71.6	17.9	4.5	6	10.4	32.8	37.4	94	95.1
Female	65	100	64.8	29.6	5.6	0	5.6	30.8	33.8	95.6	95.5

Racial/Ethnic Group

White	6	I/S	I/S	I/S	I/S	I/S	I/S	58.9	49.2	90.2	95.5
African American	128	100	71.4	21.4	5.4	1.8	7.1	14.1	17	94.9	95
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	40	58	96.9	96
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	40.8	24.9	96.3	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	91.9	95.9

Disability Status

Disabled	24	100	86.4	9.1	0	4.5	4.5	11	14	93.9	93.9
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.8
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English Proficiency

Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	32.8	24.4	97.2	96
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Socio-Economic Status

Subsided meals	138	100	67.8	23.7	5.1	3.4	8.5	17.6	21.1	94.7	94.7
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Social Studies

All Students	147	99.3	51.2	40.8	5.6	2.4	8	31.3	34	94.8	95.3
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Gender

Male	78	98.7	58	33.3	4.3	4.3	8.7	34.8	36.6	94	95.1
Female	69	100	42.9	50	7.1	0	7.1	27.5	31.3	95.6	95.5

Racial/Ethnic Group

White	1	I/S	I/S	I/S	I/S	I/S	I/S	57.4	44.5	90.2	95.5
African American	140	99.3	52.5	40.2	5.7	1.6	7.4	14.3	19.1	94.9	95
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	39.7	58.9	96.9	96
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.5	96.3	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	91.9	95.9

Disability Status

Disabled	26	100	82.6	8.7	0	8.7	8.7	11.2	14.4	93.9	93.9
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.8
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	97.2	96
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Socio-Economic Status

Subsided meals	144	99.3	51.6	40.2	5.7	2.5	8.2	17.7	21	94.7	94.7
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\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	54	100	35.6	48.9	15.6	0	15.6
	4	66	100	31	63.8	5.2	0	5.2
	5	68	100	63.1	27.7	9.2	0	9.2
	6	65	100	39.3	41.1	19.6	0	19.6
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	34	42	20	4	24
	4	47	100	35.9	46.2	17.9	0	17.9
	5	64	100	60	40	0	0	0
	6	70	98.6	63.9	29.5	4.9	1.6	6.6
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	54	100	57.8	37.8	2.2	2.2	4.4
	4	66	100	53.4	44.8	1.7	0	1.7
	5	68	100	63.1	27.7	6.2	3.1	9.2
	6	65	100	33.9	41.1	21.4	3.6	25
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	62	36	2	0	2
	4	47	100	43.6	48.7	7.7	0	7.7
	5	64	100	58.2	40	1.8	0	1.8
	6	70	98.6	55.7	31.1	9.8	3.3	13.1
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	27	100	65.2	26.1	8.7	0	8.7
	4	66	100	77.6	19	3.4	0	3.4
	5	35	100	87.1	6.5	0	6.5	6.5
	6	35	100	69	27.6	3.4	0	3.4
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	29	100	69.2	26.9	3.8	0	3.8
	4	47	100	46.2	38.5	10.3	5.1	15.4
	5	31	100	80	20	0	0	0
	6	35	100	87.1	3.2	3.2	6.5	9.7
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	27	100	45.5	50	4.5	0	4.5
	4	66	100	43.1	43.1	13.8	0	13.8
	5	35	100	68.8	21.9	3.1	6.3	9.4
	6	30	100	37	44.4	18.5	0	18.5
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	30	100	37.5	50	12.5	0	12.5
	4	47	100	35.9	56.4	2.6	5.1	7.7
	5	33	100	73.3	23.3	3.3	0	3.3
	6	37	97.3	59.4	31.3	6.3	3.1	9.4
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

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